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ABSTRACT

The paper presents a classroom token economy system for providing classroom structure, eliminating or controlling a variety of problem behaviors, and for demonstration and teaching purposes. The first section addresses income production (payment for productive work using classroom work periods as payment periods). A percentage method in paying for work (payment based on percent of assigned task that is correct) is recommended to circumvent the problem of disparity in income potential, and examples of payment schedules are offered. A second section addresses expenditures (the goods, services, and activities that one's income can buy). Setting rules for the classroom token economy is also considered. Techniques for balancing the economy are outlined in another section. Subsequent sections cover recordkeeping, feedback, transition to regular class placement, and the program as a micro socio/economic system. Among appended materials are payment schedules, a rating scale, a list of payoffs, and sample forms. (SW)

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ESTABLISHING AND BALANCING
A CLASSROOM TOKEN ECONOMY

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Presented at

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The Council for Exceptional Children

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Establishing and Balancing a Classroom Token Economy

Income Production

Income is produced through payment for productive work using classroom work periods as payment periods. Payment is made at the end of each work period according to a pre-determined payment schedule. Payment based on productive work can be determined in one of two ways. First, the determination of payment can be based upon an objective standard such as percent of assigned task that is correct. For example, using 59% as a zero-point, one point or token can be given for each percentage point from 60 to 100 percent. Thus, a total of 40 points or tokens could be earned on a task. Under this kind of payment system, the percent correct is translated into payment, i.e., 88% correct is 28 points or 28 tokens or whatever. Second, the determination of payment can be based upon a subjective standard such as teacher judgement. This approach should be used when a student has been engaged in a task which is difficult to score objectively, e.g., involvement in an art activity. Under this type of payment, the teacher judges the work and assigns a letter grade such as "B". The letter grade then translates into points, tokens, or whatever, according to a pre-determined schedule, e.g.; a grade of "B" translates to 25 points, etc.

One problem that often arises in classrooms is a disparity in income potential that results from unequal quantities of work assigned to various students. By using the percent method in paying for work, this problem is avoided. For example, if one student has a ten response task and gets eight correct, and another student has a twenty response task and gets sixteen correct, both receive an equal payment based upon the per-

cent correct standard. This approach allows individualized instruction without causing any inequities in regard to potential earning power.

Another source of income which should be included in the classroom economic system is payment for independent functioning. In order to do this, it is necessary to establish a payment schedule based upon certain desirable work practices. An example of such a schedule might look like this:

- | | | |
|--------------------------------|---|----------|
| 1. Getting work out of folder | = | 2 points |
| 2. Getting started immediately | = | 2 points |
| 3. No unnecessary questions | = | 2 points |
| 4. Work completed on time | = | 2 points |
| 5. Work done neatly | = | 2 points |

The amount paid for each item on the independent work payment schedule can vary. By varying the amount paid for different items, it is possible to place a premium on those items that are considered to be the most desirable or the most in need of improvement. As priorities change, the payment schedule can be revised to reflect those changes. It is also important to pay an amount that allows some flexibility in payment. For example, if beginning work on time is allocated a value of three, then beginning work on time would earn three, a slight delay would still earn two, and a marked delay would earn nothing. By following this procedure, it is possible to differentially reward approximations of the desired behavior.

It is also a good idea to include in your classroom system a bonus points component. This allows you to reward extra points to students who have had a particularly good period or who have engaged in various targeted prosocial behavior, e.g., helping others, sharing, etc., that you want to promote.

Another component in the income earning program that can be used when you have students who are in your classroom for variable periods of time

is the use of teacher rating scales. This can be useful both to equalize the earning potential of all students in your program and to help you interface your program with other teachers' classes. This component involves having the child's other teacher or teachers complete a simple rating scale (see appendix) on the child each day. When the child returns the scale to you or you collect it, you then award the student points or tokens in your classroom token economy based on the student's performance in the other class. For example, a rating scale for academic work, using a five-point scale, might have eight points or tokens assigned to each scale point. Thus, a rating of three would earn 24 points or tokens. A rating on independent functioning, using a five-point scale, might have five points or tokens assigned to each scale point. Thus, a rating of two would earn 10 points or tokens. A rating scale for conduct behavior, using a five-point scale, might be set up so that a three would be neutral, i.e., 0 points or tokens, a rating of two might result in a minus 10 point fine, while a four might result in five bonus points or a five might result in 10 bonus points.

Here are a few concluding remarks on consequences or reinforcers. Many people have the idea that letting a student earn a pay-off for his or her work is equivalent to a bribe. In general usage, bribe means a payment of some kind given with the intent of perverting judgement or corrupting conduct. Few would contend that positive consequences or reinforcers used in the manner and context described herein constitutes an attempt to pervert judgement or corrupt conduct. Second, the attached list of reinforcers (see appendix) is not exhaustive, and you may have some of your own that are just as good, or better. What's better is what works! Third, don't forget the praise!

Expenditures

One of the most important elements in this system is the goods, services, and activities that one's income can buy. Goods, services, and activities must be selected which are sufficiently motivating for the students. These can be selected by surveying students, observation, experience, and/or experimentation. When a system like this fails, it is almost invariably due to an inappropriate selection of consumer items or an inappropriate balance between income and purchasing power. A list of some possible consumer items will be found in the appendix. The consumer items should be arranged in an heirarchy from desirable to very desirable with appropriate increments in costs. The pricing system should be arranged so that even marginally acceptable behavior is worth something. In other words, your lowest priced items should be within the reach of a student who is functioning at a minimally acceptable level (e.g., 60%), while the more desirable items are only within the reach of the student who is functioning at an optimal level (e.g., 95%).

An additional source of consumer items is the home. Parents control many things that can be used to individualize consumer items. This is particularly important for students who are difficult to motivate. With parental cooperation, your system can be tied to such things as TV time, bedtime, allowances, having friends over, favorite meals, and special privileges, e.g., movies, toys, games, trips, etc. If parents are involved in the control of consumer goods, then it is important to provide them with regular feedback concerning what their child has earned. One way of doing this is to send home a daily report on a parent information card (see appendix). In order to control alterations or destruction of the card, two procedures should be followed. First, the cards should be filled out in ink and signed or initialed. Second, a

policy should be established with the parents whereby failure to arrive home with the card automatically becomes the worst possible outcome. By setting up such a policy with the parents and making the child aware of it, any possible advantage there might be to "losing" a card on the way home is cancelled.

Another consideration is when to allow students to spend their earnings. Many adults typically overestimate the extent to which children can delay gratification or reward, and this is particularly true relative to handicapped children. While delay for as much as a week is desirable and a legitimate goal, daily expenditure is a more realistic period of delay for most children. Even a delay of one day is too much for many children. Thus, adjustment in the period of delay will probably be necessary for some children. You should begin using a daily delay period and then move to longer or shorter periods as necessary for individual children. In working backward, you might try one-half day periods, i.e., two opportunities per day for spending. If this proves to be too long, try two-hour periods of delay. If this is too long, try one-hour periods of delay. Finally, if this is still too long, try using a contract system with the child (see appendix). The contract should be for a single task with the pay-off immediately following completion of the contract. If you put a child on a contract system, allow the child to earn points or tokens also using the same schedule of payment used with the other students. The student is thus on a dual earning program and should be allowed to spend the points or tokens at the same time as the other students. This practice is followed because you are trying to get the student "hooked" into the classroom system and to make fading-out the contracts easier. You should fade the contracts out when you judge the student is ready and then move the

student to the classroom system starting with one-hour periods of delay, then two-hour periods and so on until the child is functioning under the existing classroom delay period. Your best clue to whether the delay period might be too long is the student's failure to respond appropriately to the existing classroom delay period. Of course, another possibility for a failure of a child to respond appropriately to the classroom system is that the rewards available in the system are not reinforcing to the child. Either or both of these components (rewards or periods of delay) may need to be modified for an individual child. Don't hesitate to experiment with these components when a failure occurs. Some fine tuning will often be needed.

Movement toward lengthening the period of delay should be undertaken only when most of the students are functioning well on the one-day period of delay. This can be done gradually using increments of one day at a time. Generally, this should be done only for students who are functioning very well under the one-day period of delay and particularly for students who may be moving toward return to the mainstream on a regular basis. In no case should a delay period greater than one week be used.

The next component of the classroom token economy is a set of rules. The rules should be held down to a maximum of seven or eight. They should be simply stated, and they should be capable of covering several different but related behaviors. If only one or a few students are involved in the process, each should be given a copy of the rules. If a whole class is involved, the rules should be posted on a large piece of poster paper in clear view of the class. For example, you might have the following rules:

1. Get permission before speaking.

(-2 points)

- | | |
|---|--------------|
| 2. Get permission before leaving your desk. | (-4 points) |
| 3. Maintain a good sitting position. | (-2 points) |
| 4. Be courteous to others. | (-5 points) |
| 5. Do your work. | (-10 points) |

These five rules are capable of encompassing a wide variety of behaviors. Rule one covers all unsanctioned verbalizations. Rule two covers all unsanctioned locomotion. Rule three covers all undesirable in-seat positions, e.g., hanging out of desk, excessive slumping in seat, sleeping on desk, etc. Rule four covers all behaviors which are disturbing or disruptive, not already gotten at by one through three, e.g., making vocal or nonvocal noise, making faces, throwing objects, hitting or pushing others, etc. Rule five requires that a student attend to his assigned work.

The next step is to establish a set of fines to be levied for violations of the classroom rules. They can be as simple as one point per infraction or differential fines levied according to the value placed on a rule. For instance, one might view speaking-out a minor problem and fine five points for each occurrence, but view out-of-seat as more serious and fine 10 points for each infraction. Don't make your fines too stiff or they will be viewed as unfair and unrealistic, and you will also make your system so rigid that a few infractions by one student and he will have nothing left to work for, and you will have put him outside the system, i.e., given him no alternative but to be an outlaw. Another reason why it is important not to make fines too stiff is that it is important to be able to levy fines whenever an infraction occurs, not just for its punitive value, but also because of its instructional value. Each fine represents not only a punitive consequence for inappropriate behavior, but also feedback about one's inappropriate behavior, i.e., the feedback draws one's attention to one's own behavior and increases

awareness of that behavior. Hopefully, this increased awareness will result in more considered behavior.

Fines are applied whenever an inappropriate response occurs. If a student violates rule two, for example, immediately impose the cost or fine. There is no verbalization concerning this procedure carried on with the student. The fine is imposed and, at the most, only the rule broken is cited by number, e.g., "four points, rule number two." If the student begins to argue or talk back, simply impose another fine, e.g., "two points, rule number one," etc.

Finally, nothing has been said about the use of punitive consequences other than the use of fines, and the resulting loss to the fines will work adequately in most cases. However, in some instances, something more may be needed. Many of the traditional consequences are possibilities, e.g., staying after school, expulsion, being sent home, being sent to the office, calling parents about child's behavior, and corporal punishment. These or other possibilities are things that should be determined and agreed upon by you and your principal. However, if you do utilize punitive consequences, they should be incorporated into the program and handled just as systematically as the positive consequences.

The system can also be used to handle other bothersome routine problems and possibly help develop a sense of personal responsibility. For example, a price can be put on certain activities and omissions using a price sheet such as the following:

Maintenance Costs

- | | |
|---|-----------|
| 1. Going to the bathroom at unscheduled times | 20 points |
| 2. Going for water at unscheduled times | 20 points |
| 3. Sharpening pencils at unscheduled times | 10 points |
| 4. Borrowing a pencil | 6 points |
| 5. Buying paper to do work on | 10 points |
| 6. Borrowing a book needed for lesson | 10 points |
| 7. Asking unnecessary or inappropriate questions* | 6 points |

*Note: the question should be answered, but charged for.

Balancing the Economy

The best way to balance your classroom token economy is to first set a floor or zero point. This can be set at any level you deem appropriate but is equivalent to the lowest level of acceptable work and behavior; i.e., if a student's performance falls below this point, s/he should have few or no points or tokens to spend on consumer goods. For example, if you set the zero point at 59%, a student who had minimally acceptable work performance (60-70%) and who engaged in some independent functioning behavior, and who engaged in few or no inappropriate behaviors, might have a small number of points or tokens to spend, e.g., 100. A student who had moderately good performance would have more points or tokens to spend, e.g., 300. However, a student who had moderately good work behavior, but who had misbehaved, would have fewer points or tokens to spend, e.g., 150. On the other hand, a student who had an optimal level of performance would have a large number of points or tokens to spend, e.g., 500. Balancing the token economy will be greatly facilitated if each student has the same earning potential. If you have students for variable periods of time, you should equalize their earning potential by interfacing your system with the students' other classes and teachers. The simplest way to do this is with the rating scale approach discussed earlier.

Second, you need to work out what the maximum number of points a student could earn in a day under your income-producing system. Next, set an optimal level of income based on a portion of the maximum, e.g., 90%. You now have a range of earning from zero to the optimal number. The use of a figure lower than the maximum is intended to make some allowance for minor losses due to fines and task errors (no one is perfect). Third, you should now make your reinforcement menu (see

appendix), arranged in order from the most to least valuable items. Next, determine what would be a poverty level, middle, and affluent "life-style" in terms of the consumer goods available. Finally, set prices on the items such that a student with low, middle, and optimal levels of income could afford the corresponding "life-styles." You now have an approximately balanced token economy. You may find that, as you put the program into operation, some adjustments will have to be made. Thus, the first two or three weeks of operation should be viewed as a trial period during which fine tuning may have to be done to get all of the components working together harmoniously.

A couple of additional points that relate to balance and smooth functioning in the token economy follow. First, you may have students who hoard points or tokens in order to have the most. These students won't spend, only save. I would recommend that a forced spending rule be used. That is, points or tokens can not be carried over from one week to the next. You might allow some small carry-over, e.g., 100, but don't allow large sums to be accumulated. If you do, you may find your self with a student who has accumulated a "fortune" and decides to retire. At that point, s/he is outside the system, and you have lost your leverage.

For those students who are motivated by accumulation simply for its own sake, a cumulative chart of some kind can be used so that their total earnings at any given time can be determined regardless of their spending pattern. This is not unlike the total-earned-to-date-this-year figure found on many monthly wage statements.

Occasionally, you will have a student who wants something special which you would be willing to provide, but only at a price greater than could be accumulated in a week. Under this circumstance, you can allow

targeted savings for that particular item only, e.g., a model car. Have it understood that if the student changes his or her mind after accumulating a large number of points or tokens that everything accumulated (except during the current week) is forfeited. You should probably put this into a written agreement with most students.

A second point has to do with debt. It is possible, under a system like this, for a student to get into debt through fines and maintenance costs. You should allow this, but be careful not to let the debt become too large and oppressive. If you do, you force the student out of the system, and you lose your leverage. Once a student has a deficit, he should not be allowed to spend any earnings on consumer goods until he has paid off his debt. If a student gets into debt and is trying to work out of it, it is recommended that you give some special project(s) to the student to earn bonus points. This will help the student unload the debt and keep him or her in the system.

Records

Record keeping can be facilitated through the use of a weekly or daily recording sheet which is placed at the front or back of each student's work folder. The sheet should be divided into days and subject areas and other categories such as independent functioning, fines, etc. (see appendix). While it is usually not too much trouble to pay for productive work as tasks are checked, it is often more bothersome to keep a record of fines. There are two methods of keeping track of fines. First, a running record can be kept on the chalkboard. You should place each student's name on the board, and as fines are levied, enter them on the board beside the student's name. The fines can then be summed at the end of the day and entered on the record sheet. Second, an individual

record can be kept on each student on the back of his or her weekly or daily record sheet (see appendix). By using these two methods, a fine may be applied at a distance, i.e., on the board or directly on the back of the offending student's record sheet. If both methods are employed, then the combined total is entered in the appropriate space on the student's record sheet.

Feedback

An important component in any motivational system such as this is some kind of summative feedback which helps the student see how s/he is doing. One example of a feedback chart is the space race. The space race is a chart (see appendix) which can be set-up on a bulletin board or similar space. The race uses the earth as the point of departure and has a new destination each month, e.g., moon, Venus, Mars, etc. The race can be run either weekly or monthly. If run monthly, one would have four races to the moon, then four to Venus, and so on. A set of posters used for an instructional unit on astronomy makes good illustrations for this feedback chart.

Each student has a calibrated tract between the Earth and the current destination. On this tract should be placed each student's "space ship." Each student should be allowed to design his or her own ship as long as it meets certain size limitations. At the end of each day, a student's total earnings for the day should be averaged and the student's ship moved an appropriate distance down the tract. For example, if, after deducting fines, a student had 350 points and there had been five income producing periods that day, the student's average, or chart mean, would be 70. The use of the average is simply a technique for making the number of points to be charted more manageable. The race should be calibrated so that, in order to reach the destination, a student would have to average 80% for

each day of the race period. For each student reaching the destination, there should be some kind of pay-off at the end of the race period. For example, everyone finishing the race by the end of the race would get to participate in an activity such as "Free Friday." Free Friday might be an extra activity period or some other special privilege.

Transition to Regular Class Placement

Since regular classrooms do not generally employ token economies (though a few do), a student who is going to make the transition from a special education placement to a regular class placement needs a trial period without the structure of the classroom token economy. As discussed earlier, the first step in this transition period would be to extend the student's ability to delay reward to a week, if it hasn't already been done. Once the student is functioning well on a one-week delay period, remove the student from the program. However, provide the student with a "paycheck" each week amounting to the average earnings per week prior to removal. The student can now participate, along with the other students, in the purchase of consumer items and payment of maintenance costs, but is no longer required to earn points or be subject to fines. Evaluate the student's work and behavior for a period under this procedure. You might use rating scales such as those discussed earlier. If the student does well under this approximation of a regular class, remove the "paycheck" for the last week. You might tell the student that since s/he is "graduating," the points or tokens are no longer needed as they aren't used in the regular classroom. If the student does well under this system, s/he is probably ready to make the move to a full-time regular class placement. Failure to continue functioning well during this transition procedure may indicate that

the student isn't ready for a full-time regular class placement.

If the failure isn't too serious, the transition procedure might be extended by letting the change in placement go ahead with some minimal structure continued. This could be accomplished by having the regular teacher provide feedback on the student, using the rating scales discussed earlier, and reward the student based on the ratings; for example, letting the student earn an end-of-the-week activity period in the special education class. This structure could be faded by dropping the ratings one class period at a time, beginning with the least troublesome one or by increasing the delay period for reward from one to two weeks, then three weeks, and so on, until the procedure can be dropped for a trial period.

Micro Socio/Economic System

The classroom management system just described can be seen as a micro socio/economic system. The points earned by students can be viewed as wages and surplus wages or savings as capital. Instead of using points or tokens, one might convert the points into script, i.e., paper money. If you decide to do this, the design of the various bills can make for an interesting class project. In addition, the design of the currency by the students puts their personal touch on the system. The designing of the money, running it off on the ditto machine, cutting it, etc., can be tied in with a lesson on the treasury and nature of money, if desired. If money is used, there may develop an informal exchange system among the students or even problems with theft. One way of dealing with this is to employ checks, instead of currency, which have to be filled out and signed by the student whenever an expenditure is made. Another component that fits into the system is either currency or

checks are used is a bank. Again, the setting up and operation of the bank can be tied into a lesson on banking and practical money management skills such as making change, keeping records, etc. The job of banker can even be "sold" to students as a privilege on a daily or weekly basis.

A further elaboration upon this classroom management system can be accomplished by getting the students involved in making class rules. A student legislature can be created and given the authority to make temporary, trial changes, deletions, or additions to the classroom rules or laws. This process could be tied into a lesson on civics and a discussion of what laws are, how they are made, and why they are made. Furthermore, the concept of voting and democratic process can be easily related to the legislative process along with some simulated experiences. Finally, the issue of law enforcement, the role of the police, the courts, and the role of judges, etc., can be introduced and simulation experiences provided.

In sum, this is a very good system for providing classroom structure, eliminating or controlling a variety of problem behaviors, and for demonstration and teaching purposes. The development and implementation of the classroom token economy in its complete form will require careful planning, attention to detail, experimentation, evaluation and revision, and hard work. Once the system is settled and stabilized, and you are comfortable and familiar with it, you will find it relatively easy and effective, but this will not happen overnight nor without the investment of considerable effort.

*Note: This is an illustrative example, not a plan. You must design a system that meets your situation and needs, using this example as a model.

APPENDIX

PAYMENT FOR INDEPENDENT FUNCTIONING

	VALUE
1. GETTING WORK OUT OF FOLDER	= 2 POINTS
2. GETTING STARTED IMMEDIATELY	= 2 POINTS
3. NO UNNECESSARY QUESTIONS	= 2 POINTS
4. WORK COMPLETED ON TIME	= 2 POINTS
5. WORK DONE NEATLY	= 2 POINTS

TEACHER RATING SCALE

AREA OF CONCERN

RATING

1. CLASSWORK
(GRADE RECEIVED, ETC.)

1 2 3 4 5

2. INDEPENDENT FUNCTIONING
(GETTING WORK OUT OF FOLDER,
GETTING STARTED IMMEDIATELY,
NO UNNECESSARY QUESTIONS,
WORK COMPLETED ON TIME,
WORK DONE NEATLY)

1 2 3 4 5

3. CONDUCT
(BREAKS RULES, ETC.)

1 2 3 4 5

Some Pay-offs for School-Aged Children

Elementary Grades

Lead flag salute
Choose seat for specified time
Choose book to review for class
Select topic for group to discuss
Read to a friend
Read with a friend
Right to tutor a slower classmate
Free time in the library
Be in a class play
Help teacher hand out papers, go to office, erase board, empty trash, dust off desks, sharpen pencils
Work at chalkboard
5 minutes to discuss something with teacher
Ask child what he would like to do
Plan a class trip
Plan a class project
Time to read aloud
Perform small duties
Select game or object for recess
Work puzzle (free time)
Draw, paint, work with clay, etc.
Choose group activity
Take a "good" note home to Mom (arrange a reward with the mother)
Extend class recess by specified number of minutes
Play teacher

10 minute break to choose game and play with a friend, QUIETLY
Use language master
Listen to record with earphones
See a filmstrip
Bring something special to show the class
Use radio with earphones
Have a "fun" movie
Dance in the gym
Use tape recorder
Work puzzle
Draw a picture
Paint with tempers
Build with construction blocks
Model with play dough
Candy
Dry cereal
Comic book
Chocolate instead of white milk
Extra carton of milk
A cookie along with the milk
Accumulate points for purchasing doll clothes (funny money)
Marbles
Pencil
Eraser
"Hot Wheel" cars
Compliment
Smile approval

Secondary Grades

Extra time for doing homework in class
Extra time in gym, home ec room, shop, music room, etc.
Right to work independently on a special project for another class
Work in school office
Work in guidance office
Work in school library
Open discussion of social issues
Right to work as a tutor for elementary youngsters
Time to paint scenery for class play
Time to interview local merchants for a class project
Right to sign up for or to "audit" some extra class(es)
Help teacher by making a visual aid for teacher to use with another group of students
Display good work
Pull the drapes for film showing
Carry a message to the office

Time for looking at own magazine
Class party
Have a "fun" movie (e.g., W.C. Fields)
Dismiss period early
Dismiss school early
Plan a special school function
Extra time for committees to meet
Time for club meetings
Dance in the gym
Time to practice something
Time to pursue a hobby at school
A class Coke break
Name in the newspaper for special achievements other than grades
Work on school yearbook or newspaper
Write special article for school news
Plan a class trip
Released time to work as a "candy striper" at a local hospital
Released time to go to gym and shoot baskets
Use of radio with earphones

PARENT INFORMATION CARD

NAME	_____
EARNED	_____
DATE	_____
SIGNED	_____

CONTRACT

WHEN _____ COMPLETES

BY _____,

HE/SHE WILL BE ABLE TO _____

DATE

STUDENT

WITNESS

TEACHER

RULES WITH SPECIFIED RESPONSE COSTS

	FINES
1. GET PERMISSION BEFORE SPEAKING	-2 POINTS
2. GET PERMISSION BEFORE LEAVING YOUR DESK	-4 POINTS
3. MAINTAIN A GOOD SITTING POSITION	-2 POINTS
4. BE COURTEOUS TO OTHERS	-5 POINTS
5. DO YOUR WORK	-10 POINTS

MAINTENANCE COSTS

- | | |
|--|-----------|
| 1. GOING TO BATHROOM AT UNSCHEDULED TIMES | 20 POINTS |
| 2. GOING FOR WATER AT UNSCHEDULED TIMES | 20 POINTS |
| 3. SHARPENING PENCILS AT UNSCHEDULED TIMES | 10 POINTS |
| 4. BORROWING A PENCIL | 6 POINTS |
| 5. BUYING PAPER TO DO WORK ON | 10 POINTS |
| 6. BORROWING A BOOK NEEDED FOR LESSON | 10 POINTS |
| 7. ASKING UNNECESSARY OR INAPPROPRIATE QUESTIONS | 6 POINTS |

REINFORCEMENT MENU

1. READ COMIC BOOK FOR 10 MINUTES	40 POINTS
2. 10 MINUTES AT ACTIVITY TABLE	40 POINTS
3. USE OF PHONOGRAPH FOR 10 MINUTES	80 POINTS
4. USE OF TAPE PLAYER FOR 10 MINUTES	80 POINTS
5. CANDY BAR (SMALL)	200 POINTS
5. COKE	400 POINTS
6. LINE LEADER (TO LUNCH, ETC.) FOR 1 WEEK	400 POINTS
7. MESSENGER FOR 1 WEEK	400 POINTS
8. RENT AN OFFICE SPACE FOR 1 WEEK	600 POINTS

Daily Performance Record

Name: _____

Date: _____

Period:	#1	#2	#3	#4	#5	line totals	
<u>INCOME:</u>							Income: Subtotal
1. Classwork - Grade received							
2. Independent functioning							
a. getting work out of folder							
b. getting started immediately							
c. no unnecessary questions							
d. work completed on time							
e. work done neatly							
3. Bonus points							Subtotal:
<u>FINES:</u>							Fines: Subtotal
1. Rules - Response Cost Fines							
a. get permission before speaking							-
b. get permission before leaving your desk							
c. maintain a good sitting position							
d. be courteous to others							
e. do your work							Subtotal:
<u>EXPENDITURES:</u>							Expenditures: Subtotal
1. Maintenance Costs							
a. going to bathroom at unscheduled times							-
b. going for water at unscheduled times							
c. sharpening pencils at unscheduled times							
d. borrowing a pencil							
e. buying paper to do work on							
f. borrowing a book needed for lesson							
g. asking unnecessary or inappropriate questions							
							Total Points Earned _____
							Debt _____

WEEKLY RECORDING SHEET

NAME _____ DATE _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MATH					
INDEPENDENT FUNCTIONING					
READING					
INDEPENDENT FUNCTIONING					
LANGUAGE					
INDEPENDENT FUNCTIONING					
ACTIVITY PERIOD					
INDEPENDENT FUNCTIONING					
BONUS POINTS					
SUBTOTAL					
FINES					
FB SUBTOTAL					
CHART MEAN					
EXPENDITURES					
SAVINGS					
DEBT					

